DOCUMENT RESUME

ED 352 534 CE 062 696

TITLE	Project: Drop In. Final Report.
INSTITUTION	TIU Adult Education and Job Training Center, Lewistown, PA.
SPONS AGENCY	Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE	30 Jun 92
NOTE	63p.; Handwritten materials may not reproduce well.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Academic Persistence; Adult Basic Education; Adult Reading Programs; *Dropout Prevention; Dropout Programs; *High Risk Students; *Individualized Education Programs; Intervention; *Literacy Education; *Potential Dropouts; Reading Instruction; *School Holding Power
IDENTIFIERS	353 Project

ABSTRACT

A project developed and implemented a plan to retain those adult basic education students who are likely to be successful if they stay enrolled in the program but who are likely to drop out if program staff do not intervene. The plan involved use of an assessment instrument to identify these at-risk students, development of an individualized enrollment plan (IEP), and assignment of a case manager to address the retention issues with students so identified. The intake assessment form was developed and staff trained in its use. The 20 students identified as at risk worked with the case manager to develop their IEP, which included a specific retention/follow-up plan. Of the 20, 6 completed the General Educational Development program and test, 10 continued classes or tutoring, and 4 did not continue in the program. (The appendix contains the following: a case information form and checklist; an intake checklist; the format of the individual enrollment plan; teacher reactions to the case information form; a sample individual educational plan; a copy of the Barsch Learning Style Inventory; flowcharts for testing of writing, mathematics, and reading skills; a student record sheet; and two case studies. (CML)

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ED352534

Final Report

Project: Drop In

Helen Guisler, Project Coordinator
Carol Molek, Project Director

1991-1992

June 30, 1992

Tuscarora Intermediate Unit
Adult Education and Job Training Center
1020 Belle Vernon Avenue
Lewistown, PA 17044
717-248-4942

99-2013 - $11,180

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Acknowledgments

We wish to thank the Pennsylvania Department of Education for funding this project and especially Dr. John Christopher, Ed.D., Director, Bureau of Adult Basic and Literacy Education for his support of our programs.

We also extend gratitude to PDE Special Projects Advisor, Dan Partin, for his technical assistance and guidance. Funding for "Project: Drop In" has allowed us to enhance and develop our programming and delivery of much needed services to our area's adults.

As always we value the support of the Tuscarora Intermediate Unit Board and our Executive Director, Dr. Dale Heller. The Intermediate Unit continues to recognize our unique contribution to the total organization.

- Carol Molek, Project Director

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Abstract

Title: Project: Drop In

Director: Carol Molek
Address: TIU Adult Education and Job Training Center
1020 BelleVernon Avenue
Lewistown, PA 17044 **Phone No.:** (717) 248-4942

Federal Funding: $11,180

Duration of Project:
From: 7/1/91 **To:** 6/30/92 **Number of Months:** 12

Objectives:

- To develop an intake assessment to identify students at risk.
- To train staff in the use of the assessment tool.
- To implement intake review by the counselor to clearly identify at risk students.
- To develop a retention IEP with students.
- To utilize above with at least 20 at risk students.

Description:

"Project: Drop In" addressed priority E.2 as a staff development proposal in the area of development of materials relating to the assessment and retention of ABE/GED students. The project provided a model of intervention strategies for adult education drop out prevention.

Target Audience:

The audience benefitting most from this program are students enrolled locally, local staff who were trained, and other adult programs through dissemination of the materials.

Product:

A final report, including an intake assessment instrument, documenting the progress and success of the entire program.

Method of Evaluation:

A positive evaluation was based on:

- Completion of the intake assessment instrument.
- Completion of an evaluation of the intake assessment instrument by counselors at six other adult centers.
- Completion of the training of staff in the use of the intake assessment instrument.
- Completion of the retention plan format.
- Completion of the use of the above with at least 20 students;16 of whom completed or are continuing their programs.

Project: Drop In

Introduction

"Project: Drop In" addressed state priority E.2 as a staff development project designed for regional or statewide impact in the area of development of materials relating to the assessment and retention of ABE/GED students. This project developed a model of intervention strategies for adult education drop out prevention. The model, in part or in whole, can be adopted by other learning centers.

Retention in ABE/GED programs is consistently a problem. Participation of adult students is often sporadic and commitment seems well intentioned but not long lasting. This project focused attention on the students who are at risk of dropping out, but who also clearly have strengths with which to work. There was a focus on retention with students who have the potential for success, and this allowed staff to more efficiently and effectively use their time and resources. Much staff time and effort can be spent with a few students at each end of the continuum - those who would succeed without staff attention, and those who would drop out no matter what for reasons totally out of our control. As a result, those students in the larger "at risk" category who could go either way may not get as much attention as is needed. These students were the focus of the majority of staff efforts for this project. Of course, the students at each end of the continuum also continued to receive our services and ultimately will benefit by having this new procedure in place. The program developed a retention plan and then implemented the procedure with 20 ABE students.

This project is appropriate for use statewide because retention of students in ABE/GED programs is a pervasive concern. Other adult programs experience basically the same issues with drop out prevention. "Project: Drop In" addressed retention from the very initial contacts with a student, and it can aid staff in the proper "fit" of student and education plan.

The time frame for project activities follows:

7/1/91 - 8/30/91 - Development of the intake assessment instrument; development of IEP format. This included review of the literature and meeting with a local team.

9/1/91 - 9/30/91 - Training of staff in the use of the instrument and refinement of intake skills.

10/1/91 - 10/31/91 - Initiation of counselor review of all intakes.

11/1/91 - Send intake instrument and questionnaire to counselors at six adult centers requesting feedback and evaluation.

12/91 - Selection of 12 at risk students for the project.

1/92 - Retention plans developed with student and staff involvement with those students.

2/92 - Selection of 8 at risk students for the project.

3/92 - Retention plans developed with student and staff involvement with those students.

12/91 - 6/30/92 - Use of above plan with 20 students.

2/1/92 - 4/1/92 - Revision of materials/forms. Meeting with advisors/staff regarding progress.

6/92 - Final report documenting success of project.

The project director was Carol Molek. Ms. Molek directs programs at the TIU Adult Education and Job Training Center. Ms. Molek has over eight years experience coordinating adult programs for the Intermediate Unit and developing curriculum. Ms. Molek directed the project, supervised the other personnel involved, was responsible for maintaining the planned time frame, recruited program participants and reported to and communicated with the Department.

The project coordinator was Helen Guisler. Ms. Guisler has 22 years practical experience in the social service field. Most recently she has served as a counselor for the TIU Adult Education and Job Training Center's programs including the ABE programs.

The audiences benefitting most from this program are adults who are at risk students enrolled in our local ABE programs, and local staff who were trained in student retention.

This report should be useful to ABE administrators and counselors who are concerned about at risk students and retention issues.

Permanent copies of this report can be obtained from:

Division of Adult Basic and Literacy Education Programs
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and

AdvancE
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

"Project: Drop In" was administered by the Tuscarora Intermediate Unit No. 11. The TIU is a local education agency which provides educational and management services to nine schools districts and three area vocational technical schools in Fulton, Huntingdon, Juniata, and Mifflin Counties.

The Intermediate Unit operates or oversees all Adult Center programs at the TIU Adult Education and Job Training Center. Center programs have included 306/321 ABE and GED programs; ACT 143 Program; the GED Alumni Association; various JTPA Programs; Carl Perkins project for single parents and displaced homemakers and thirty 310/353 special projects.

"Project: Drop In" was based at the TIU Adult Education and Job Training Center at the Juniata-Mifflin Area Vocational Technical School in Lewistown, Mifflin County. The Adult Center is the home of a wide variety of adult education programs meeting the needs of adults in Juniata and Mifflin counties. February '92 marked the Adult Center's 8th year of successful operation.

Statement of Problem

Retention in ABE/GED programs is consistently a problem. This project focused attention on students who are at risk of dropping out but who also clearly have strengths with which to work. "Project: Drop In" addressed retention from the very initial contacts with a student, and it helped in finding the proper "fit" of education plan and student. Adult students drop out for many reasons - from the obvious problems with child care and transportation to complicated issues with self esteem and expectancy. The project focused on early identification of these at risk factors and goal oriented case management to address retention issues with students.

Goals and Objectives

To meet the need of increased retention of students in ABE/GED programs, the following objectives were developed:

- To develop a thorough intake assessment instrument to identify at risk students.

- To train staff in the use of the assessment tool.

- To implement intake review of all intakes by the counselor in order to clearly identify "at risk" students.

- To develop an Individual Enrollment Plan (IEP) with clear cut goals and objectives relating to identified "at risk" issues.

- To meet with these "at risk" students to develop an IEP which includes a specific retention/follow up plan. The counselor, instructors, and any other relevant staff could be included in the development and implementation of the IEP with the student.

- To utilize the above with at least 20 students; 18 of whom will positively complete the program in which they are enrolled.

Procedures

The first stage of the project was to develop a thorough intake instrument which helped to identify students at risk of dropping out. The coordinator completed a thorough review of available literature to ascertain major factors helping to identify adult students at risk of dropping out. Information was sought through AdvancE. Also the coordinator met with a local team of people to analyze the drop out situation and secure feedback regarding positive approaches to combat the problem. This group included Adult Education instructors, personnel from the high school drop out prevention program, a SPOC staff member, a Job Training staff person, and a current adult student. Ideas were secured for at risk identification and assessment. All the information gathered through this research was compiled and included in the new intake instrument. Several significant areas were addressed in the instrument including student motivation, capacity and opportunity for success, student drop out history, attendance history, learning styles, support systems in existence.

The second stage included training of staff in the use of the intake instrument and in assessment. Staff then began using the instrument with all clients seen at intake. The intake format was also shared with 11 other adult centers and we received their input and made relevant changes.

The third step was initiation of a system of review of each initial intake by the counselor with the identification of at risk students with prognosis for success. This has been done in coordination with instructors and the Center Director.

A written Individual Enrollment Plan format was then developed for use with those students who are deemed at risk. The Enrollment Plan deals with educational goals as well as including areas such as attendance, transportation, child care, support systems, and student attitudes. The plan is specific and goal oriented and it involves appropriate staff who provide case management or other services with the student. Dates for review are established.

To conclude the project, the intake instrument was used and refined throughout the year. Twenty at risk students were selected and retention plans were developed with student/staff involvement.

The plans were then implemented with these students to increase student retention.

Results

Objective # 1

- To develop a thorough intake assessment instrument to identify at risk students.

This objective was successfully met by 8/30/91. The development of the intake instrument took place in a series of steps. The counselor gathered information through research of the literature about retention of adult students. Also we secured appropriate feedback from a local team of people about risk factors and prognosis for student success. An important factor which we identified about retention is the fact that many students are lost at about the third week of class. Discussion of this fact is now included with students during every intake and a personal case management meeting at this crucial time is scheduled in every student IEP.

The completed intake instrument was sent to 11 other adult centers and we received their input and made relevant changes.

Another meeting was scheduled with our local team in the spring. Additionally, final changes were made in format at that time.

Objective # 2

- To train staff in the use of the assessment tool.

This objective was successfully accomplished during 9/91. A full staff meeting was held. We reviewed risk factors of students with staff, as well as providing specific training in the initial assessment process. We also gathered staff feedback about the

assessment process. The assessment tool has since been used with all clients seen at intake.

Feedback from staff included the need to increase the amount of time spent with each person at intake. As a result, intake appointments are now scheduled to last from 1 1/4 to 1 1/2 hours each.

Objective # 3

- To implement review of all intakes by the counselor in order to clearly identify "at risk" students.

Counselor review of all intakes has been initiated in coordination with the Center Director and instructors. This review has expanded to a regular meeting before each new class begins with counselor and instructors. The counselor reviews each intake with instructors to identify retention issues for each student, and to develop an appropriate program for each student. Counselor review of all intakes has been helpful in the early identification of at risk students.

Objective # 4

- To develop an Individual Enrollment Plan (IEP) with clear cut goals and objectives relating to identified "at risk" issues.

The IEP was developed and in use with students by October, 1991. The format is very concrete and goal oriented. The at risk factors are clearly spelled out, as are the student's strengths. The plan includes specific dates for review and each plan has an identified task of case manager and student meeting before or during the third week of class (the crucial drop out time period).

Objective # 5

- To meet with "at risk" students to develop an Individualized Enrollment Plan (IEP) which includes a specific retention/follow up plan. The counselor, instructors, and any other relevant staff could be included in the development and implementation of the IEP with the student.

Two groups of students were selected for participation in the project in 12/91 and 2/92. The counselor assigned a "case manager" to each student. Case managers were the counselor and/or one of our instructors. We met with each student and developed a specific retention plan. With some students, the counselor was specifically assigned to work on special issues if student and case manager deemed it appropriate.

Objective # 6

- To utilize the above with at least 20 students; 18 of whom will positively complete the program in which they are enrolled.

There were 20 students involved in the project. Of the 20, six successfully completed the GED program and testing; ten are continuing to attend classes or tutoring and work toward the successful completion of their programs. Four students did not continue in the program even with intensive case management retention efforts.

Objective # 7

- To share "Project: Drop In" activities with other adult projects and programs statewide.

The final report including the assessment format and IEP will be disseminated through the Pennsylvania Department of Education, and AdvancE.

Evaluation

Evaluation of the project was an ongoing process. Measurement of success was based on:

a) Development of a thorough intake instrument which will help identify students who are at risk for dropping out. Staff has been very positive about the instrument and it has been incorporated for use with all clients at intake.

b) Staff has been trained in the use of the assessment tool, and there has been a definite overall increase in staff awareness of at risk issues.

c) We have received very positive feedback from other adult centers about the intake instrument and IEP format.

d) Counselor review of all intakes has been initiated and will continue. A regular meeting is now held with the counselor and instructors prior to the beginning of every new class session to increase instructor awareness of at risk factors, to identify at risk students, and to aid staff in the proper "fit" of student and education plan.

e) Development and refinement of a concrete, goal oriented Individual Enrollment Plan format. Use of this format with staff and student involvement. Students have responded very positively to staff case management and counseling efforts.

f) Twenty at risk students participated in this project. Sixteen of those students completed or are continuing their programs. The four students who did drop out received intensive and positive support, and it is quite possible that they will eventually return to the Center.

By meeting our objectives, except for losing two more students than anticipated, we feel this project was very successful. We have incorporated a valuable assessment tool into our intake process, and there has been a definite increase in staff awareness to at risk issues for our students. The IEP format will also continue to be used to encourage goal oriented case management with at risk students.

Dissemination

This project will be available for dissemination through:

Bureau of Adult Basic & Literacy Education Programs
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and

AdvancE
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Specific questions should be directed to:

Carol Molek
Adult Education and Job Training Center
1020 BelleVernon Avenue
Lewistown, PA 17044
(717) 248-4942

Conclusions/Recommendations

"Project: Drop In" provided needed development of materials and training relating to the assessment and retention of ABE/GED students, as well as staff development activities in these areas. The staff has responded positively to the training, as well as to the assessment tools, we are now using for drop out prevention.

The students who were involved in the project responded well to the use of the IEP and case management system. Sixteen of the twenty students successfully completed or are continuing their programs. The IEP is very specific, goal oriented, and clearly identifies goals, at risk factors and strengths of the student.

Recommendations for the future include continuing the use of the intake assessment instrument. The counselor will continue review of all intakes with respect to at risk factors and meet with instructors to aid staff in the proper "fit" of student and education plan. The IEP and case management system will continue with identified "at risk" students. It is also recommended that staff development continue in the area of communication and counseling to train our staff in the intake and case management areas of their jobs.

Appendix

Case Information Form and Checklist

Date: _____

1. Name: _____

2. Children: _____ D.O.B. _____

   _____ D.O.B. _____

   _____ D.O.B. _____

3. Living Situation: _____

4. Educational History:

   a. Grades: _____

   b. Attendance: _____

   c. Special Education/LD/Remediation classes: _____

   d. Reaction to test taking: _____

   e. Good/bad former teachers: _____

   f. Reasons for leaving school: _____

   g. Overall reaction toward prior school experience: _____

5. Strengths/Weaknesses in Reading, English, Math (include if person reads and what person likes to read): _____

   _____

   _____

6. Does the participant <u>think</u> he/she has a learning problem: Yes ___ No ___

If yes, be specific _____

_____

Does anyone in immediate family have reading problems: Yes ____ No ____
If yes, be specific _____

_____

7. How do you think you learn (visual, auditory, tactile): _____

8. Employment:

a. Current Employment: place: _____ hours: _____

b. If currently unemployed, reason: _____

c. Past Employment (include reasons for leaving and/or staying with jobs(s):

_____

_____

_____

_____

_____

_____

9. Health problems (vision, hearing, physical, family member): _____

_____

10. Interests and Hobbies: _____

11. Child Care Needs: _____

12. Transportation Needs: _____

13. Involvement with other social service agencies (DPA, WIC, OES, C & Y, Counseling, etc.): _____

_____

14. Support system for attending class (family encouragement): _____

_____

15. Study time and place: _____

16. Reaction to being in a group/classroom setting (comfort level):

_____

17. Motivation for being here (self or others):

_____

18. General Attitude (comments or observations):

_____

_____

_____

Intake Checklist

1. Intake Form
2. San Diego and Ekwall
3. TABE
4. Copying Exercise
5. Release of Information
6. Books/Materials Usage Agreement
7. GED Information Bulletin
8. Van Application
9. JTPA Assessment
10. Barsch (optional - second appointment)
11. LD Screening Tool (optional - second appointment)

Discuss with Participants:

_____ 1. Test Results

_____ 2. Class Schedule

_____ 3. Reaction to committing at least 16 weeks of class

_____ 4. Identify that end of 3rd week is a crucial time for dropout - boredom, difficulties

Identified At-Risk Factors:

1.

2.

3.

4.

Individual Enrollment Plan

Name: _____

Date: _____

Barriers to Educational Advancement	Individual Strengths to Support Educational Advancement
1.	1.
2.	2.
3.	3.

Long Term Goal:

Short term goals and methods (specifically state who will do what, when)

	Target Date	Date Achieved
1. Participant and instructor/counselor will meet during the 2nd or 3rd week of class to discuss progress		
2.		

3.

4.

Student _____ Date _____

Staff _____ Date _____

PLEASE RETURN BY 1/10/92!!

Name: DEBRA HUTSON

Agency: Development Center for Adults
Centre County Vo-Tech School
Pleasant Gap, PA 16823

Phone: (814) 359-3069

Are the questions to be asked on the Case Information Form and Checklist useful to get the most important information from students?

Yes, they appear to address problem situations & could prove useful.

Are there questions asked that do not seem important to you?

Is there additional information that you feel should be included?

Adding General info so that Dept of Ed Intake form could be filled out completely from this form (SS#, address, age, race, what grade in when left school etc...

Would you consider adopting this intake form/procedure?

Yes

Are you interested in receiving a copy of the final report/product for this 353 project, "Drop-In"?

Yes

Your additional comments are appreciated

Thank you

PLEASE RETURN BY 1/10/92!!

Name: David W. Fluke

Agency: Adult Education Linkage Services

Phone: 717-596-3474

Are the questions to be asked on the Case Information Form and Checklist useful to get the most important information from students?

yes

Are there questions asked that do not seem important to you?

no

Is there additional information that you feel should be included?

Perhaps more in depth questions for adults "at risk" which probe their at risk category.

Would you consider adopting this intake form/procedure?

yes, with an instructions manual for interpretation and standardized questioning techniques of intake personnel.

Are you interested in receiving a copy of the final report/product for this 353 project, "Drop-In"?

yes

Your additional comments are appreciated it would be interesting to compare the adult's perceptions from the intake form with similar questioning at withdrawal from the program; I think the best measure of why an adult leaves is his/her attitudes when they leave and 2-3 weeks thereafter.

A much needed project topic. **Thank you**

PLEASE RETURN BY 1/10/92!!

Name: Jan Morgenstern

Agency: Mercer County Vo-Tech School

Phone: 412-662-3000

Are the questions to be asked on the Case Information Form and Checklist useful to get the most important information from students?

Are there questions asked that do not seem important to you?

No.

Is there additional information that you feel should be included?

I think interests / hobbies sometimes help choose materials more personal to student

Would you consider adopting this intake form/procedure?

Yes.

Are you interested in receiving a copy of the final report/product for this 353 project, "Drop-In"?

Yes.

Your additional comments are appreciated

I am not familiar with San Diego and Roswell.

Thank you

PLEASE RETURN BY 1/10/92!!

Name: Elena Reyda

Agency: Central Susquehanna Intermediate Unit

Phone: (717) 523-1155

Are the questions to be asked on the Case Information Form and Checklist useful to get the most important information from students?

It is useful, but may be too long.

Are there questions asked that do not seem important to you?

Question 4a asking D.O.B of children seems unimportant. Also Question 4f whether their former teachers were good/bad is somewhat unrelated since many students would probably blame someone else for their problems.

Is there additional information that you feel should be included?

Would you consider adopting this intake form/procedure?

The intake form is a bit too long, but I feel the page that is used for discussion with the participant is valuable. I also feel the checklist would be useful.

Are you interested in receiving a copy of the final report/product for this 353 project, "Drop-In"? Yes

Your additional comments are appreciated

Thank you

PLEASE RETURN BY 1/10/92!!

Name: Daryl Gordon

Agency: CSH Women's Program

Phone: (217) 426-8610

Are the questions to be asked on the Case Information Form and Checklist useful to get the most important information from students?

Yes. I especially like the Individual Enrollment Plan & how it encourages student to state & clarify long-short-term goals.

Are there questions asked that do not seem important to you?

—

Is there additional information that you feel should be included?

I would add a question about topics student is interested in reading & writing about & students' plans for independent rdg.

Would you consider adopting this intake form/procedure?

Yes, I think it provides some important info, however, it seems rather time consuming for the # of students we see.

Are you interested in receiving a copy of the final report/product for this 353 project, "Drop-In"?

Yes.

Your additional comments are appreciated

Thank you

PLEASE RETURN BY 1/10/92!!

Name: Cathy A. Forsythe, Coordinator

Agency: Mifflin ounty Library Literacy Program

Phone: (717) 242-2391

Are the questions to be asked on the Case Information Form and Checklist useful to get the most important information from students?

Yes, I think you have covered all the bases.

Are there questions asked that do not seem important to you?

They are all excellent questions.

Is there additional information that you feel should be included?

I would suggest that you include ESL information, along with ABE and Literacy questions. examples:

1. What country are you from?
2. How long have you been living in the U.S.?
3. Any previous English training?
4. Are you living with an American family? (over)

Would you consider adopting this intake form/procedure?

Definitely!!!

Are you interested in receiving a copy of the final report/product for this 353 project, "Drop-In"?

Yes, I would like to receive a copy of your final report. Thanks.

Your additional comments are appreciated This form will be a great asset. It will be a terrific addition to the standard intake forms. The thorough information we gather by using your "checklist", will help us to better serve the whole person. Thereby hopefully, enabling us to foresee possible problems, before they arise and come up with a workable solution.

Thank you

PLEASE RETURN BY 1/10/92!!

Name: Carol Flanigan

Agency: Central Intermediate Unit #10

Phone: (717) 893-4038

110 E. Bald Eagle St.
Lock Haven, PA 17745

Are the questions to be asked on the Case Information Form and Checklist useful to get the most important information from students?

Yes, you've covered all areas.

Are there questions asked that do not seem important to you?

No

Is there additional information that you feel should be included?

No

Would you consider adopting this intake ~~form~~/procedure?

Yes

Are you interested in receiving a copy of the final report/product for this 353 project, "Drop-In"?

Yes

Your additional comments are appreciated The form seems to give you good, pertinent information."

Thank you

PLEASE RETURN BY 1/10/92!!

Name: Barbara Inch

Agency: Juniata County Library Literacy Program

Phone: (717) 436-9711

Are the questions to be asked on the Case Information Form and Checklist useful to get the most important information from students?

Yes.

Are there questions asked that do not seem important to you?

No.

Is there additional information that you feel should be included?

In our one-to-one situation there are concerns about tutor sex, age & meeting times & places. Social security number?

Would you consider adopting this intake form/procedure?

Yes.

Are you interested in receiving a copy of the final report/product for this 353 project, "Drop-In"?

Yes.

Your additional comments are appreciated For me a separate sheet of actual questions you might use to obtain the desired information would be helpful.

Especially like the Individual Enrollment Plan

Thank you

PLEASE RETURN BY 1/10/92!!

Name: Roger F. B. E.

Agency: L. I. U. (I. U. 12)

Phone: (717) 854-4454

Are the questions to be asked on the Case Information Form and Checklist useful to get the most important information from students?

Yes. CAPTION!

Are there questions asked that do not seem important to you?

D. O. B. & children; Ed / Rel forms Parents?

Is there additional information that you feel should be included?

work completion = Parent signature!

Would you consider adopting this intake form/procedure?

Yes

Are you interested in receiving a copy of the final report/product for this 353 project, "Drop-In"?

Yes!

Your additional comments are appreciated ½ as easy; I learn more about your project!

PS = What are San Diego and Ekwall?
= What is Rasel?
= What is a VRM Volunteer?
= What is purpose of agency Exercise 38

Thank you,
You are welcome.
Roger R.

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

January 3, 1992

George Rutledge
Project ABE
IU #12
131 N. Duke Street
York, PA 17401

Dear George,

Thank you for responding to our request for feedback on our new intake materials for "Project:Drop In." You noted some questions and comments on your reply sheet that I wanted to answer.

First, on your comment about our question on "good and bad teachers:" we've discussed this at our staff training thoroughly. The purpose of this question is to get at the type of teaching students respond best to and the type of personalities. We'll definitely steer our students away from discussing any particular teachers.

The Ekwall (San Diego word list begins this assessment) Reading Inventory is the initial reading assessment we use with our students. We find it extremely reliable, effective and easy to administer. We've used the Ekwall here for years. The Barsch is a learning style inventory which is useful in identifying learning disabilities as is the copying exercise.

The van application is for students who identify transportation as a major barrier to attendance. We own 2 vans which we use for participants of our various programs.

I hope this clears up your questions. Please let me know if you have others. Thanks again for you help. See you at Mid Winter.

Sincerely,

Carol Molek
Adult Education Director

cc:Helen Guisler

CM/ba

Juniata-Mifflin Vo-Tech School (717) 248-4942 | 1020 BelleVernon Avenue (717) 242-1423 | Lewistown, PA 17044 (717) 248-8610 FAX

TIU 11 is an equal rights and opportunities educational service agency.

PLEASE RETURN BY 1/10/92!!

Name: State College Area School District

Agency: Community Education

Phone: 814-231-1063

M. Margaret Wallace

Are the questions to be asked on the Case Information Form and Checklist useful to get the most important information from students?

Are there questions asked that do not seem important to you?

Is there additional information that you feel should be included?

See attached

Would you consider adopting this intake form/procedure?

Are you interested in receiving a copy of the final report/product for this 353 project, "Drop-In"?

Yes

Your additional comments are appreciated _____

_____

_____

Thank you

Case Information Form and Checklist

1. Name: _____

2. Children: _____ D.O.B. _____

   _____ D.O.B. _____

   _____ D.O.B. _____

3. Living Situation: _____

4. Educational History:

   a. Grades? _____

   b. Attendance? _____

   c. Special Education/LD/Remediation classes? _____

   d. What were the reasons for leaving school? _____

   e. Reaction to test taking? _____

   f. Good/bad former teachers? _____

   g. Overall reaction toward prior school experience? _____

   _____

5. Strengths/Weaknesses in Reading, English, Math (include if person reads and what; does anyone in immediate family have reading problems): _____

   _____

6. Does the participant think he/she has a learning problem? Yes ___ No ___

   If yes, be specific _____

   _____

7. How do you think you learn (visual, auditory)? _____

8. Employment History:

a. Current Employment (~~place and hours~~): Place

b. If currently unemployed, reason: # Hours

c. Past Employment (include reasons for leaving and/or staying with jobs(s):

9. ~~Any~~ Health problems (vision, hearing, physical, family member):

10. Child Care: Needs:

11. Transportation Needs:

12. ~~Involvement with~~ Being Served By other social service agencies (DPA, WIC, OES, C & Y, Counseling, etc.):

13. Support system for attending class (family encouragement):

14. Study time and place:

15. Reaction to being in a group/classroom setting (comfort level):

16. Motivation for being here (self or others):

17. General Attitude (comments or observations):

Discuss with Participants:

_____ 1. Test Results

_____ 2. Class Schedule

_____ 3. Reaction to committing at least 16 weeks of class

_____ 4. Identify that end of 3rd week is a crucial time for dropout - boredom, difficulties

_____ 5. Willingness to develop written plan with counselor/instructor to enable completion of program

Identified At-Risk Factors:

1.

2.

3.

4.

Intake Checklist

_____ 1. Intake Form

_____ 2. San Diego and Ekwall ? what are these

_____ 3. TABE

_____ 4. Copying Exercise

_____ 5. Release of Information

_____ 6. Books/Materials Usage Agreement

_____ 7. GED Information Bulletin

_____ 8. Van Application

_____ 9. JTPA Assessment

_____ 10. Barsch (optional)

_____ 11. LD Screening Tool (optional)

Community Education

STATE COLLEGE AREA SCHOOL DISTRICT

ABE/GED INFORMATION CHECKLIST

_____ SCASD ANNOUNCES

_____ GED TEST INFORMATION

_____ CAREER COUNSELOR AND CAREER SERVICES
Karen Lesch - 231-1066

_____ OTHER SCASD FREE SERVICES

- _____ Teen Parent Educator

_____ REGISTRATION FOLDER

- _____ State Intake Form (green)
- _____ Individualized Educational Plan (yellow)
- _____ Community Education Registration Form (white)
- _____ Learning Style Inventory

_____ CLASS RESOURCES

- _____ Role of instructor
- _____ Role and responsibilities of students
- _____ Computer
- _____ Audio Tapes
- _____ On Your Own
- _____ KET/GED Video Series
- _____ Textbooks and Workbooks

_____ TABE (TEST OF ADULT BASIC EDUCATION)

- _____ Use in program
- _____ Test taking tips

_____ WHAT TO EXPECT NEXT CLASS

- _____ Complete testing
- _____ Review test with instructor
- _____ Set goal sheets for subject areas

Site _____
Date _____

STATE COLLEGE AREA SCHOOL DISTRICT COMMUNITY EDUCATION
INDIVIDUAL EDUCATIONAL PLAN (IEP)

PART I - General Information

Name_____SS #_____
Address_____
Date of Birth_____ Age_____ Phone_____
Last School Attended_____ Last Grade Completed_____
Graduation/Withdrawal Year_____

Goal: ( ) To improve Basic Skills ( ) LPN ( ) GATB ( ) Business School
( ) To obtain High School diploma by GED Testing

PART II - Test of Adult Basic Education (TABE)

Topics	Pre-Test Raw Score	Grade Equivalent	Date	Post-Test Raw Score	Grade Equivalent	Post-Test Date
Vocabulary						
Comprehension						
Total Reading						
Computation						
Concept & Problems						
Total Math						
Mech. & Exp.						
Spelling						
Total Battery						

PART III - GED Test Preparation

Practice Test Scores

GED Practice Test	Form AA	Date	Form BB	Date
Writing				
Social Studies				
Science				
Reading (Lit)				
Math				

Writing Component Yes_____ No_____

GED Official Test	Score	Date
Writing		
Social Studies		
Science		
Reading (Lit)		
Math		

Total Points _____/225 points

Termination Date_____

Comments:

5/22/90

Contacts

Text Books

	Name of Book	Date Given	Date Returned

BARSCH LEARNING STYLE INVENTORY

Name_____ Date_____

Place a check on the appropriate line after each statement.

	OFTEN	SOMETIMES	SELDOM
1. Can remember more about a subject through listening than reading.	_____	_____	_____
2. Follow written directions better oral directions.	_____	_____	_____
3. Like to write things down or take notes for visual review.	_____	_____	_____
4. Bear down extremely hard with pen or pencil when writing.	_____	_____	_____
5. Require explanations of diagrams, graphs, or visual directions.	_____	_____	_____
6. Enjoy working with tools.	_____	_____	_____
7. Are skillful with and enjoy developing and making graphs and charts.	_____	_____	_____
8. Can tell if sounds match when presented with pairs of sounds.	_____	_____	_____
9. Remember best by writing things down several times.	_____	_____	_____
10. Can understand and follow directions on maps.	_____	_____	_____
11. Do better at academic subjects by listening to lectures and tapes.	_____	_____	_____
12. Play with coins or keys in pockets.	_____	_____	_____
13. Learn to spell better by repeating the letters out loud than by writing the word on paper.	_____	_____	_____
14. Can better understand a news article by reading about it in the paper than by listening to the radio.	_____	_____	_____

	OFTEN	SOMETIMES	SELDOM
15. Chew gum, smoke, or snack during studies.	____	____	____
16. Feel the best way to remember is to picture it in you head.	____	____	____
17. Learn spelling by "finger spelling" the words.	____	____	____
18. Would rather listen to a good lecture or speech than read about the same material in a textbook.	____	____	____
19. Are good at working and solving jigsaw puzzles and mazes.	____	____	____
20. Grip objects in hands during learning period.	____	____	____
21. Prefer listening to the news on radio rather than reading about it ina newspaper.	____	____	____
22. Obtain information on an interesting subject by reading relevant materials.	____	____	____
23. Feel very comfortable touching others, hugging, handshaking, etc.	____	____	____
24. Follow oral directions better written ones.	____	____	____

KL/cn 9-7-89

Scoring Procedures:

OFTEN = 5 points
SOMETIMES = 3 points
SELDOM = 1 point

Place the point value on the line next to its corresponding item number. Next, add the points to obtain the preference scores under each heading.

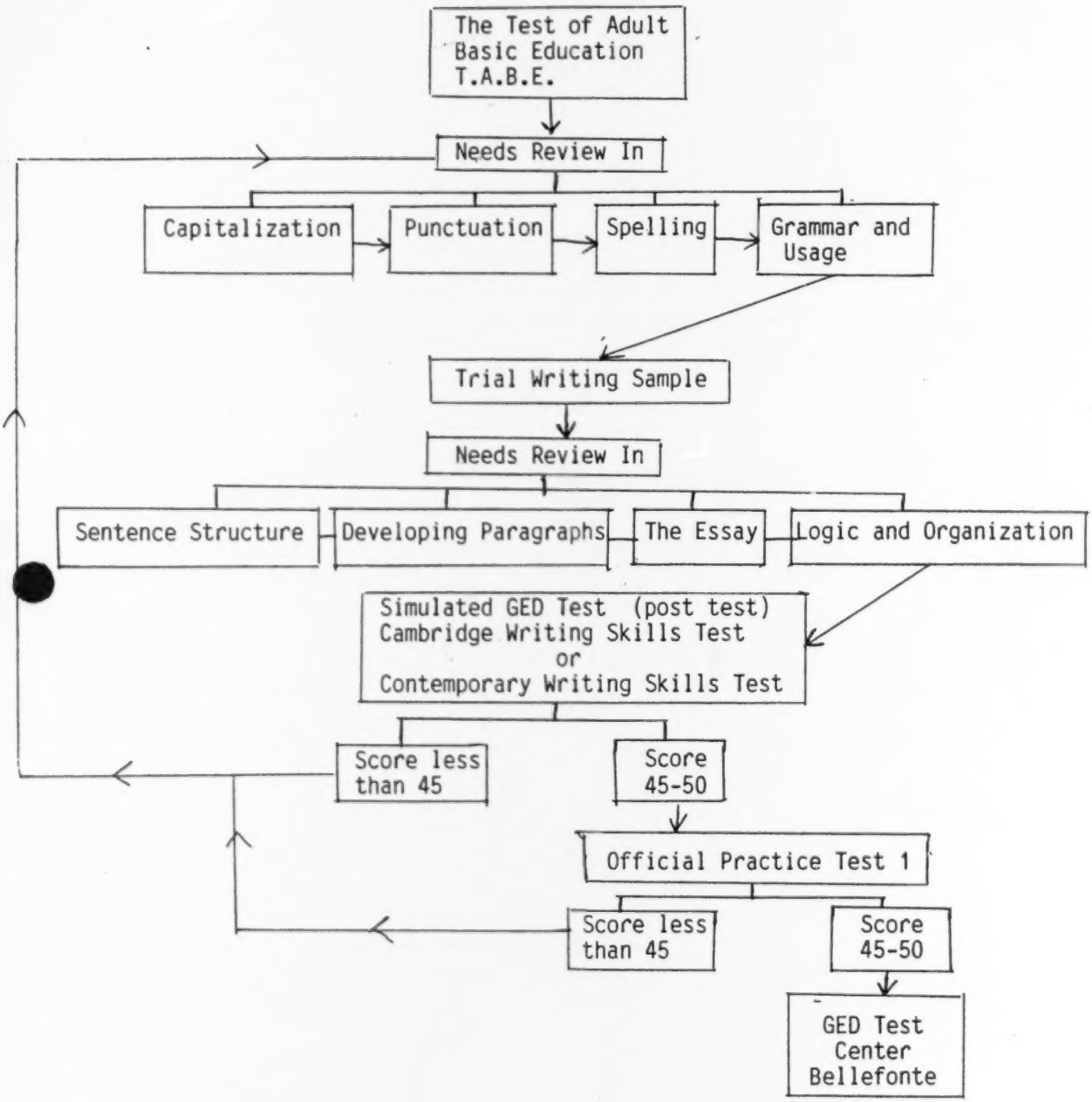
VISUAL		*AUDITORY*		*TACTUAL*	
No.	Pts.	No.	Pts.	No.	Pts.
2	___	1	___	4	___
3	___	5	___	6	___
7	___	8	___	9	___
10	___	11	___	12	___
14	___	13	___	15	___
16	___	18	___	17	___
20	___	21	___	19	___
22	___	24	___	23	___
VPS =		*APS* =		*TPS* =	

VPS = Visual Preference Score
APS = Auditory Preference Score
TPS = Tactual Preference Score

How to Use This Information:

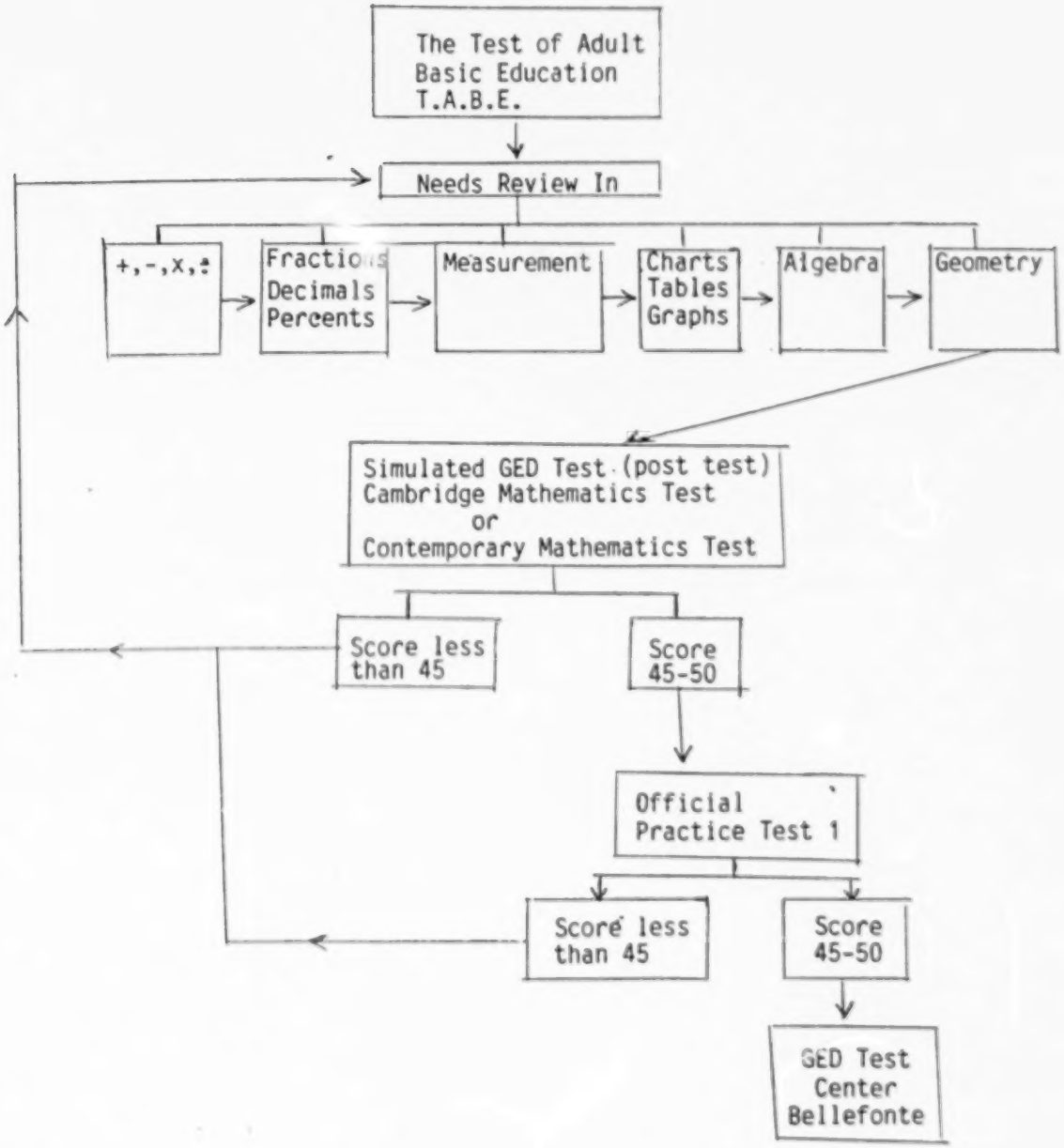
This form is to be used in conjunction with other diagnostic tools to help you determine some of the ways you are best able to learn. Discuss your scores with someone who is qualified to interpret them in order to make the best use of the time and effort you have invested.

WRITING SKILLS SEQUENCE



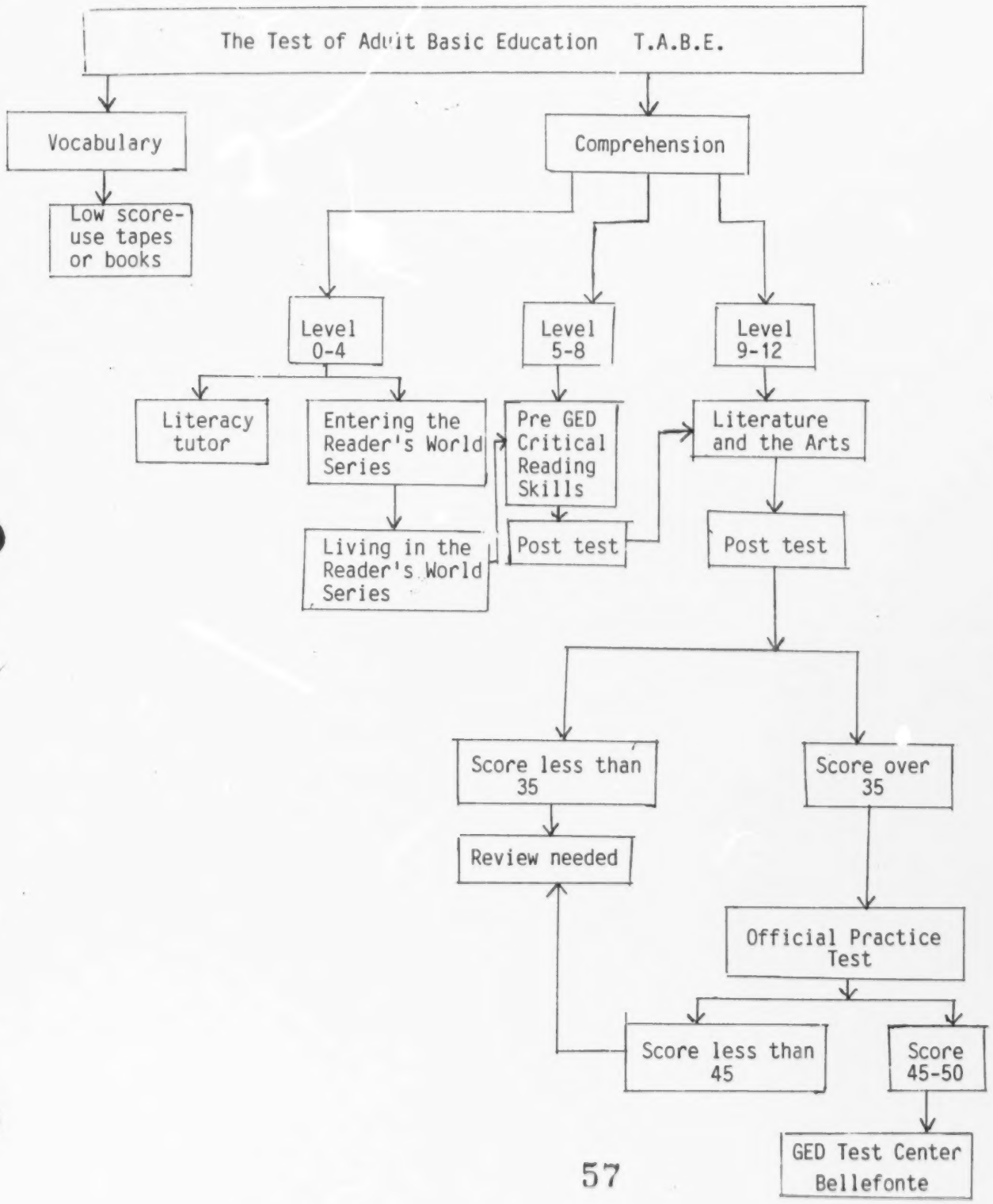
DATE	OBJECTIVES		SCORES	DATE COMPLETED
	GOAL 1 - to improve			
	Text	(pg.)		
		Pre		
		Post		
	GOAL 2 - to improve			
	Text	(pg.)		
		Pre		
		Post		
	GOAL 3 - to improve			
	Text	(pg.)		
		Pre		
		Post		
	GOAL 4 - to improve			
	Text	(pg.)		
		Pre		
		Post		
	GOAL 5 - to improve			
	Text	(pg.)		
		Pre		
		Post		

MATHEMATICS SKILLS SEQUENCE



DATE	OBJECTIVES		SCORES	DATE COMPLETED
	GOAL 1 - to improve			
	Text	(pg.)		
		Pre		
		Post		
	GOAL 2 - to improve			
	Text	(pg.)		
		Pre		
		Post		
	GOAL 3 - to improve			
	Text	(pg.)		
		Pre		
		Post		
	GOAL 4 - to improve			
	Text	(pg.)		
		Pre		
		Post		
	GOAL 5 - to improve			
	Text	(pg.)		
		Pre		
		Post		

READING SKILLS SEQUENCE



DATE	OBJECTIVES	SCORES	DATE COMPLETED
	GOAL 1 - to improve		
	Text (pg.)		
	Pre		
	Post		
	GOAL 2 - to improve		
	Text (pg.)		
	Pre		
	Post		
	GOAL 3 - to improve		
	Text (pg.)		
	Pre		
	Post		
	GOAL 4 - to improve		
	Text (pg.)		
	Pre		
	Post		
	GOAL 5 - to improve		
	Text (pg.)		
	Pre		
	Post		

sf
5/22/90

STUDENT RECORD SHEET

Date	Work in Progress

sf
5/22/90

Project: Drop In

Case Studies

I. S.K. is a 20 year old, female, mother of two young children. She had completed the 9th grade, and her TABE scores at intake were low ABE level in vocabulary and math. S.K. was seen for intake in 12/91 and started three classes in 1/92. Using the intake assessment tool, several risk factors were identified:

1) Fear of failure - Self identified deep concern that she would not be able to succeed.

2) Few supports for her, especially with child care.

3) Parenting responsibilities.

4) Transportation problems - no driver's license or car, dependent on boyfriend.

Identified strengths were:

1) strong motivation to get GED.

2) Interest in reading.

3) Boyfriend to help with transportation.

An instructor/case manager worked with S.K. beginning immediately after her enrollment. They completed an IEP which included an in person meeting during the 3rd crucial week in class, and in person meetings every other week. Transportation and child care problems were worked on; supportive contact made when attendance dropped off; encouragement given. S.K. took and passed her GED in 6/92. Due to the early identification of at risk factors and efforts by student and staff to deal with those factors, S.K. successfully completed her program and now can work toward a longer term goal of employment.

II. H.F. is a 51 year old male. He had completed the 8th grade, and his TABE scores at intake were very low ABE in vocabulary and especially in math. H.F. was seen for intake and started classes in 1/92. Counselor review of his intake using the intake assessment tool, identified several at risk factors. H.F. took part in "Project: Drop In," and he and his instructor/case manager completed an IEP. The identified risk factors were:

1) Due to his lower levels in English and math, need to work to avoid discouragement.

2) Needs help with test taking.

3) Anxiety about being in class.

Identified strengths include:

1) Clear self motivation.

2) Family support.

The plan included an in person meeting during the 3rd crucial week in class, and in person meetings every other week for encouragement. His education plan was to attend three classes weekly and consider tutoring in math if indicated. H.F. was at risk due to his low ability in English and math, but he had clear purpose and determination.

H.F. was not ready to test with the rest of his class. However, he had perfect attendance during the 16 weeks of class. He and his case manager/instructor met and agreed that he will continue in classes with special help in some areas. H.F. continues to work toward his goal with real determination and with the support of his case manager.

The Tuscarora Intermediate Unit 11 is an equal opportunity educational service agency and will not discriminate on the basis of race, color, national origin, ancestry, sex, handicap, age or religion in its activities, educational and vocational programs or employment practices as required by Title VI of the Civil Rights Act of 1964, Title IX of the 1972 Educational Amendments, Section 504 of the Rehabilitation Act of 1973 and the Pennsylvania Human Relations Act of 1955 as amended. For information regarding civil rights or grievance procedures, contact Jacqueline Vocke, Equal Rights and Opportunity Coordinator, at Tuscarora Intermediate Unit 11, RR 1, Box 70A, McVeytown, PA 17051, Phones: 814-542-2501 or 717-899-7143.